

# ***DIMENSIONALLY SPEAKING***

**A Newsletter for Personality/Temperament Theory Facilitators**

Winter, 2004

Welcome to this first issue of the *Dimensionally Speaking* newsletter! This newsletter is an informal way for us to keep in touch – and as a forum for you to share your experiences and tips with other personality theory facilitators. So keep in touch – tell us what you'd like to learn more about and we'll make every effort to address this in future issues.

Issue highlights:

- **Carole Cameron** writes about enhancing your presentations by understanding temperament in ***Something for Everyone***
- **Elizabeth M. Lengyel** shares her experiences at an *Interviewing, Mentoring and Coaching* course, a third of which focused entirely on professional ethical dilemmas, in ***Ethics and You***.
- **Jack Falt** contributes his experiences at a Bridging workshop held in Ottawa in **PERSONALITY DIMENSIONS™: The Bridging Sessions**
- a sampling of the results of the survey that we recently sent out to PERSONALITY DIMENSIONS™ facilitators asking for information on **Workshop Rates** they charge.

Onward and upward ~

*Denise*

Denise Hughes, Director  
Career/LifeSkills Resources

Personality Dimensions is a trademark of Career/LifeSkills Resources

## **Introducing PERSONALITY DIMENSIONS™**

With the introduction of PERSONALITY DIMENSIONS™ last June, many people have asked about the development of this model.

First and foremost, the basis for this model came from temperament/personality facilitators like you. Over the past several years I have been collecting notes and e-mails with your comments, requests and suggestions, and in developing PERSONALITY DIMENSIONS™ these were given strong consideration. Lynda McKim, who is the primary author of PERSONALITY DIMENSIONS™, made every effort to ensure that these issues were addressed as reasonably as possible.

Some of the key issues that we have attempted to address include:

- a need for validation studies
- product needed an adult or corporate image
- need for multiculturalism in the cards
- importance of E/I
- balanced approach to an adjective checklist / cluster exercise
- need for uniformity of delivery
- reduce the need for creating and/or

photocopying handout materials

Probably the most requested piece of information over the years has been for validation studies. We began work on this in earnest over a year ago, developing hypotheses, validating these hypotheses first with an Expert Opinion Poll (of 120 people with 5 or more years experience working with personality/temperament instruments), then with a Baseline Survey (over 600 participants). It was statistically determined that there was an empirically sound relationship between the Expert Opinion Poll and the Baseline Survey. The final step was to work with 112 people in Focus Groups who provided valuable comments, feedback and insights on the development of the tool. The complete survey is published in Appendix C of the Manual. I cannot stress enough how important the contributions of the members of the Focus Groups have been in shaping this model and how grateful we are for their selfless input.

Many of our Facilitators had indicated that they wished to provide materials that their corporate

clients could relate to; the images and overall designs on the Picture Cards were created to ensure that these clients could easily relate to the cards without undue bias because of their perceived corporate image. One of the smaller changes that has been made as a result of Facilitator and client input is the incorporation of symbols into the model. This need had come forward periodically from individuals who are colour blind and therefore unable to fully appreciate the benefits of colour-coded overheads and flipcharts, and from clients who are visually impaired. In each of these instances, having symbols representing each temperament, both symbolically and for diagramming is a benefit. It's also useful for your own diagramming purposes. The symbols were carefully selected to be as representative as possible. As well, we have endeavoured to make the images on the Picture Cards as multicultural as possible in order to have the broadest appeal.

The *Dimensions Cards* were developed separately from the *Picture Cards* to build flexibility into the tool for both the facilitators and the participants. By exploring one or more of the Dimensions participants will more readily recognize that we are a blend of colours, and that we draw on different strengths depending on our situation (our Contextual Self). The *Dimensions Cards* approach also makes it easier for test and retest validation of the empirical study.

The research findings indicated that a preference for Extraversion or Introversion, while not a recognized component of temperament theory, plays a significant role in recognizing how we are energized and how the world perceives us. As a result, we added a brief *Introversion/Extraversion Quiz* to the model, and have included information on it in the participant handout entitled *PD in Action*.

Many facilitators have also stressed the importance of appealing to all colour preferences equally without bias for extraversion or introversion. To do this we relied heavily upon Linda Berens<sup>1</sup> work to ensure that the model was as balanced as possible. This was especially important in the development of the *Traits and Characteristics Choices* component. This balancing is well represented by Linda Berens' use of symbols to represent Core or True Self, Developed Self (your culture, religious beliefs,

where you were raised) and Contextual Self (how you behave with the in-laws at Thanksgiving). David Keirse has described this as your "hardware" (core or true self) and your "software" (developed and contextual self).

As more and more facilitators from various walks of life work with the model it has become increasingly important that a methodology be put in place to ensure uniform delivery. This is on-going; the CD's included with *Building Blocks* and the *Manual* are our first steps in this direction. As well, the Facilitator-Trainer (level II) Manual will include a script and presentation for presenting Facilitator Qualification (level I) programs.

We were also anxious to ensure that participants in PERSONALITY DIMENSIONS™ introductory programs receive uniform information. To that end we have developed the handout booklet *PD in Action* which is included in all regular participant packs. This will reduce and/or eliminate the need to provide photocopies of materials to program participants.

Of primary importance to us is that the components of the model **not** be given to participants in introductory programs or applications workshops. Ideally, the only materials that participants should leave the program with is their copy of *PD in Action* and their *Scoring My Personality Dimensions™* score sheet. Of course, as more application programs are developed other handout pieces will be developed, but it is essential that participants who are not qualified to deliver the workshop not be given the means to do so – the cards and the quizzes. Otherwise there is potential that this material will be used inappropriately to stereotype or label.

### **More to Come ...**

PERSONALITY DIMENSIONS™ is a dynamic model. That means that things *will* change and we will be adding new components or programs to help in your work with others. Right now we're working on some redesign of the Picture Cards in response to feedback. As well, the *Traits and Characteristics Choices* component is undergoing evaluation to see if it can be presented in fewer points (down to 12 from the present 18) and maintain its present validity. Facilitators have indicated to us that this would be desirable as it would take less time to process this component of the model in

workshops. We are not anxious, however, to do anything that would lessen the validity of the model so it will take some time to do this analysis. We expect to have the findings of this study, and any resulting changes, available by March, 2004.

Work is now complete on a Bridging Session PowerPoint® presentation and notes (available to level II and III Facilitators) for presenting Bridging workshops.

We are also working on a Youth Dimensions (working title: *Appreciating Differences*) component and hope to have it in field testing in spring, 2004. Beginning in January, 2004, we will start the six-month retest component for Facilitators who indicated that they are willing to participate in this project and who have been working with the model for a six-month period. If you are interested in being part of the test and retest validation for the model please send a note to Denise Hughes at <dhughes@clsr.ca>.

Work is also underway on an Adult Basic model which has simpler concepts than the standard Adult version now available. This component will go to field testing early in January, 2004.

Research that we hope to make available in the

next eighteen month period will encompass such areas as: the literature available concerning brain research; learning styles; spirituality; and specific applications workshops. As we become confident that the English-language materials are stable, we will look to make the model available in French-Canadian. Our present schedule is to have *some* components available in the summer of 2004.

Remember – differences *are* desirable – this is only one of the tools in your toolbox – it cannot and does not explain all human behaviour. Use it when it is helpful for understanding yourself and others, use it for improving communication; use it for motivating and gaining cooperation. And as with any tool you should use it where it is appropriate and select another where it is not.

One of the most important things is that we now have flexibility in responding to your needs – this is a Canadian tool developed in response to requests from Canadian facilitators – as one facilitator puts it: “We’ve put the “U” back in “colour”!”

Denise Hughes

<sup>1</sup> Berens, Linda, *Understanding Yourself and Others: An Introduction to Temperament 2.0*, Huntington Beach, CA, Telos Publications, 2000

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## Something for Everyone:

### ***Enhance your presentations by understanding temperament***

by Carole Cameron

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Have you ever, as a trainer or presenter, looked out at your classroom or audience and (gasp!) seen their eyes glazed over, arms crossed, doubtful looks, reluctant participants? It may be because you haven't made a connection with them, or worse, you have just plain turned them off.

Of course, what we as trainers, speakers, facilitators and presenters want to do is to engage the hearts and minds of our audience. We want to ensure that we are heard, understood and remembered. We want to enhance every participant's learning experience.

We know about, and incorporate the principles of adult learning styles into the design and delivery of our programs. But by also understanding and

applying temperament theory, we can even further enhance the effectiveness of our presentations and workshops.

### **What is temperament?**

Stephen Montgomery puts it nicely in his book *People Patterns: A Modern Guide to the Four Temperaments*. “Temperament is an inherent personal style, a predisposition that forms the basis of all our natural inclinations; what we think and feel, what we want and need, what we say and do. In other words, temperament is the inborn, ingrained, factory-installed, God-given, hard-wired base of our personality.” Temperament is the concept of the many forefathers of personality and personality type, including Carl Jung, Isabel Myers and Kathryn Briggs, and David Keirse. Actually,

the idea that human beings come in four basic models has been around for a very long time; we see “quadrant” theories in the works of Plato, Aristotle, and Hippocrates.

The most common terms for the four temperaments are “Artisan,” “Guardian,” “Idealist,” and “Rational,” or, from PERSONALITY DIMENSIONS™, “Resourceful Orange,” “Organized Gold,” “Authentic Blue,” and “Inquiring Green.”

We can significantly improve the impact and effectiveness of our presentations and workshops by understanding these four temperaments.

## **Meet Bob, Carol, Ted, and Alice**

### ***Resourceful Orange (Artisan)***

Bob loves a fast pace and lots of variety. He expects a presenter to be knowledgeable and entertaining. Real life stories are a must. He needs to know how the subject matter can be applied and what kind of results to expect. Bob loves visuals, group activities, and opportunities to try things out. He might not read the pre-work you sent out, especially if it looks long, complicated, or tedious. Too many introspective, individual exercises will tire or bore Bob. Balance them with action and interactive activities. ***Be fun!***

### ***Organized Gold (Guardian)***

Carol expects a presenter to be well prepared, well organized, and well dressed. Carol will be turned off immediately if you do not skillfully manage the classroom, the content, or the time. Sure-fire ways to lose Carol: do not provide (or follow) an agenda, un-tuck your shirt, start late, and waste time (on things like getting sidetracked, allowing debates, etc). Carol is comfortable with a lecture style of delivery, and prefers that you deliver one digestible chunk of information at a time. For Carol, your credibility is determined by your credentials, your experience, and your education as it relates to the topic. Be sure to have these visible in printed materials, and/or include them in your introduction. ***Be professional!***  
***Authentic Blue (Idealist)***

Ted’s ears perk up when he walks into a room and hears music. Refreshments provide him an opportunity to chat with others, and connect with those he’ll be sitting with. Adding personal examples along with business examples will

strengthen your connection with Ted. He loves small group discussions, hands-on activities, and opportunities to share experiences and feelings with others. You will lose Ted forever if he sees you as a phony, too reserved, judgemental, too slick or slimy. Ted will mentally and/or physically remove himself if you mishandle conflict or allow discord in the room. Say goodbye to Ted as an engaged audience member if you show disrespect for others’ feelings, their children or their pets. ***Be human!***

### ***Inquiring Green (Rational)***

Alice needs to know your credentials and proven competency before she will give you her time and attention. She is naturally curious, so you’ll want to provide vehicles for her questions to be heard or recorded. She will actually read the pre-work you sent her, and will find value in any other reference materials and resources you provide. Alice’s eyes will glaze over if you appear incompetent or illogical, speak before you think, or if you include repetitive or redundant information or activities. Be sure to have proof available for any statistics or research you cite. ***Be sharp!***

### **Enough about them, What about me?**

It can be a natural inclination to address your audience or class as if it were a congregation of “you’s.” Wouldn’t it be great to have an audience that would laugh at all your jokes, operate at the same speed as you do, value the same material you place emphasis on and be comfortable with the same level of formality or informality as you are?

Unfortunately, it just doesn’t work that way in the real world. We need to anticipate and allow for our audience’s different preferences and values. Anticipate that you will have representatives from each temperament group in your audience. Don’t outsmart yourself by making assumptions about the temperament makeup of your audience based on their profession, gender, industry, etc. For example, if you are working with a group of sales people, you might be tempted to assume that the majority of them are Artisans, like Bob. This may well be true, but you really can’t count on it. One time, I foolishly assumed that my audience of IT professionals was made up primarily of Inquiring Greens, like Alice. I discovered very quickly that all four temperaments were well represented, and

had to do some fancy “tap-dancing” to adapt my approach.

As professional speakers, trainers, and presenters, we’ll want to deliberately address the preferences of each temperament, in order to ensure each individual in our audience gets what they came for. As Forrest Gump observed, “Life is like a box of chocolates; you never know what you’re gonna get.” Best to assume you’re gonna get some of each, and be sure you provide a little

something for everyone.

Carole Cameron, speaker, facilitator and trainer, is a personality type enthusiast. Her company, **Creative Performance Solutions** specializes in customized design of leadership and teambuilding programs. You can reach Carole through her website, [www.creativeperformancesolutions.ca](http://www.creativeperformancesolutions.ca)

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## Ethics and You

by Elizabeth M. Lengyel

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I recently took a university course entitled: *Interviewing, Mentoring and Coaching*. It was interesting that about a third of the course focussed entirely on professional ethical dilemmas. Looking back, it certainly helped me understand how values and belief systems shape the creation and resolution of ethical challenges in professional life.

Are ethics really important? Absolutely yes! And I believe the seriousness of how each ethical dilemma is managed largely rests upon the individual and their view of their own experiences and what we have learned from them.

Our first group assignment challenged our thinking on a particular ethical dilemma. Picture this:

*You have been asked to be trained in the facilitation of PERSONALITY DIMENSIONS™ by a staff member who has been facilitating the PERSONALITY DIMENSIONS™ workshop for clients but has never completed the Level I Professional Training himself. Do you think that a career counsellor needs to complete a “level I” qualification to be able to ethically facilitate a PERSONALITY DIMENSIONS™ workshop?*

Good question, before reading on, what do you think?

After much debate with fellow mature students, here is what it boils down to.

### Ethical Standards Involved:

There are three ethical standards regarding professional competence involved in this dilemma. One involves **qualifications** that say “helping professions should not claim either directly or by implication credentials, training, or expertise they do not actually have; accept positions for which they are not actually qualified; or practice in specialties for which they have little or no training or professional experience.” This poses the issue of misrepresentation of professional training and expertise.

The second involves not only holding oneself to this ethical standard, but also requires that **“helping professionals insist that others in their field do so, too.”** This translates into confronting others on best practices and actively stopping unqualified or unauthorized practice in their own field.

The third involves a **values** trap. That is, confusing professional ethical codes protecting the integrity of a profession through appropriate training and/or credentialing ... and personal values in which a person’s career [security or growth] becomes ranked as a higher priority and therefore internalizes justification for training a workshop with little to no professional training to do so.

### Ethical Resolution:

- a. Providing training for which you have not received formal, accredited training is ethically unacceptable because of possible short- and long-term impact on clients [e.g.: how to interpret results, manage

workshops, provide appropriate recommendations, facilitate effective follow-up, etc.] as well as compromises your professional and personal conduct through certified or qualified competencies.

- b. On a macro level, clients are being disserved and deprived of a professional PERSONALITY DIMENSIONS™ Workshop if there hasn't been adequate professional training, therefore cheating them of "best experience" and "pocketbook."

### **In Consultation with the Experts:**

I contacted Denise Hughes of Career/LifeSkills Resources to see where PERSONALITY DIMENSIONS™ stood on this issue. I was impressed by her professional response, consistent with ethical experts:

"Any temperament models, such as PERSONALITY DIMENSIONS™, are a form of psychological

evaluation and have the potential to do harm if they are used by individuals who are not extremely familiar with the model; have limited to no facilitator experience; are not aware of the potential pitfalls that often arise during a workshop; and cannot respond to the needs of their clients in session or follow-up."

In closing and for those who might be wondering: Near perfect marks were received for our response to this ethical dilemma. But more importantly we received reinforcement about the consequences and implications in training others when not qualified. If all else fails, just put the shoe on the other foot. Who would you want to receive training from? Trained professional, or not?

Elizabeth M. Lengyel, PeopleCoach Co.,  
Helping people with personal and professional growth. Elizabeth can be reached at:  
[elengyel@peoplecoach.ca](mailto:elengyel@peoplecoach.ca)

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### **PERSONALITY DIMENSIONS™: The Bridging Sessions**

by Jack Falt

Having taken the facilitator training in True Colors, I was eligible to take the Bridging Session to become certified in PERSONALITY DIMENSIONS™ if I took the program before December 31<sup>st</sup>, 2003. I had heard about the PD program and wanted to see how it compared to other temperament programs. As I live near Ottawa I preferred to take the training in Ottawa, and I was delighted when Career/LifeSkills (CLS) listed it being offered so close to home. Later, I found out that it was so popular in this region that they have scheduled seven sessions here so far.

The training was held at Algonquin College and was led by Joan Augustino who I knew from working with her on the O.AAPT (Ontario Association for Application of Personality Type) Board. Joan has her own business and was contracted by CLS to lead the Ottawa workshops.

The Bridging Session was a real "deal" since the regular training costs \$795. We received the half-day upgrade training for \$165 and went home with a bag-full of goodies. We took home a loose-leaf manual and a loose-leaf guide, a set of the basic

cards, score sheet and descriptive booklet. As well there were two CD-ROMs, one being the PowerPoint® version of the presentation for those who have an LCD projector or to use to print off a set of coloured overheads, and the other contained a number of PDF format articles to print as handouts. The \$60. certificate was also included in the registration fee. I think we got our money's worth. CLS certainly were very generous to those of us who wanted to switch to this new program.

Having seen some of the materials while they were still in the testing phase, I was very impressed with the actual product and delivery. PERSONALITY DIMENSIONS™ is an instrument to help people determine their dominant inborn temperament that they feel most comfortable using. This is done by sorting out pictures, written descriptions, and words and phrases. People rank order these from 'most like me' to 'least like me.' The picture cards are in stunning colours. (Notice that now I can spell colour with a "u.")

We then sorted a set of *Life Values* cards with

written descriptions to sort. There are three other sets of cards that the facilitator can give the participants, depending on the emphasis of the workshop. These are: *In Relationship* cards, *In Communication* cards, and *At Work* cards. More sets of cards will follow as they are developed and as facilitators demand them. A French version and a youth version are in the works.

The final step is the Traits and Characteristics Choices sheet. People rank order nineteen sets of words and phrases. These sheets are self scoring. The second sheet reveals what temperaments the words and phrases relate to. The participants add them up and transfer their rank orders onto their main score sheets. They are then instructed how to determine their "preferred style," their "secondary style," their "third style," and their "shadow/least preferred style."

The other valuable feature of this process is a short quiz to help people determine if they are prefer introversion or extraversion. This is a worthwhile addition to the temperament process as it helps people relate to their temperament better. Sometimes temperament descriptions of the sanguine temperament (Resourceful Orange) come across rather like Tigger, a bit too bouncy for an introvert.

This program has been five years in the making. Lynda McKim developed the material, with her husband Robert McKim working on the statistical analysis of the data. Over 100 experts in the field of personality were contacted for their input. 600 people responded to an internet-based survey, and a series of focus groups attended field testing workshops to give feedback about their experience. The focus groups were the ones that chose the final names for the four temperaments: Authentic Blue, Organized Gold, Inquiring Green and Resourceful Orange.

At the workshop Joan led the group through a get-acquainted exercise involving footwear. Then she had us work individually on a small group poster. Each exercise had a purpose beyond the fun we had doing them. The footwear exercise got us thinking about categories and the poster showed us how to give validity to introversion.

We were then given a set of materials so that we could discover our own temperaments using the cards, and traits and characteristics words and

phrases. We were shown how to lead a group through the scoring process. This process was abbreviated, each of the people attending were already qualified to facilitate temperament theory workshops and the purpose of the Bridging Session was to gain an understanding of the development and research that had gone into creating PERSONALITY DIMENSIONS™ as well as become familiar with the materials.

The real highlight was seeing the PowerPoint® presentation. This has been professionally created and it is really sensational. You can make overhead slides from this, but if at all possible, use an LCD projector. (I just saw one advertised for \$1,400 Cdn.) Using the PowerPoint® directly from the CD-ROM of course makes it "Read Only," but if you copy the PowerPoint® file to your hard drive, you can modify the presentation. This allows you to add your own logo and add other slides into the presentation. You can also adjust the animation to suit your taste.

We had a mid-session break while we schmoozed over refreshments. It was hard getting us back to the session as everyone had so much to share with one another.

Overall, I was very impressed with the program. I liked the fact that it has been tested with focus groups who gave very helpful feedback. I think having the statistical back-up makes me more confident in presenting it. I also feel more comfortable using pictures that I don't have to apologize for when I am using the program with business executives. The idea of including the Introversion/Extraversion (I/E) quiz came from the focus groups. This I/E dimension helps zero in as to why in each colour some people seem to be more animated and other come across as more subdued.

On the down side, while it is emphasized that we are all plaid, i.e. have all the colours with one dominant, I would have liked to have some material on blends of colours. I think Authentic Blue/ Inquiring Green is closer to what would describe my temperament. A book that addresses this problem with descriptions of the six possible blends is *Living Your Colors: Practical Wisdom for Life, Love, Work and Play*, by Tom Maddron (Warner Books, 1995, 2002). It describes me as "mystical." I can go for that. This book is listed on the special offer sheet given out at the workshop.

The other down side is the cost of the materials. True, you reuse the picture and description cards, but the initial outlay is quite hefty. PERSONALITY DIMENSIONS™ suggests limiting a group to a maximum of 25 people. For enough cards and participants packs for 25 people, this costs \$875 plus tax and shipping. At the special discount rate, that is in effect for two weeks after the training, this works out to \$541. Just in case you didn't include these costs into your business plan, it is something to think about. There are also posters and temperament stickers available as well.

In general, I think this is a great program and something facilitators can be proud to use.

Another idea I would like to have people consider is having PERSONALITY DIMENSIONS™ Users Groups. These could be held in different regions. When starting out to use a new program, it is particularly helpful to be able to talk over ideas and share experiences. It might involve getting

together just once or twice for moral support and share ideas. Alternatively, people might share their ideas on the internet. People could send their ideas into a central location and these could then be placed on a web site that is only accessible to PD facilitators. It is also possible to use e-mail to send out a newsletter. How is that idea from a caring-Blue-critical-Green?!

Jack Falt (PERSONALITY DIMENSIONS™ - Authentic Blue, Interaction Styles - Chart-the-Course, Jung-Myers Type - INFJ, Enneagram - 9) is qualified in PERSONALITY DIMENSIONS™, True Colors®, MBTI®, and Self-Discovery Process™. He leads an ongoing group in Ottawa called Appreciating Differences that studies temperament, interaction styles, personality type and the enneagram, applying them to a wide variety of topics. He has written many book reviews on these topics that are on his web site <http://www.trytel.com/~jfalt/>. He can be reached by e-mail at [jfalt@trytel.com](mailto:jfalt@trytel.com), 613-256-3276.

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## Workshop Rates

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We are frequently asked, by PERSONALITY DIMENSIONS™ and type facilitators what they should charge their clients. We thought it might be interesting to provide rough guidelines of what is being charged for various programs and sent an e-mail request to Facilitator-Trainers (level II) and Master (level III) facilitators in late November, 2003 asking for their assistance.

Please keep in mind that each of these people have been involved with facilitating temperament theory workshops for several years. Also, there are many variables that will affect the rates you charge, including the type of client involved (e.g.: corporate, interest group, not-for-profit), the experiences that you bring as a facilitator as well as the region in which you are working. Below is a sampling of the responses that we received, from all across Canada.

- When I started out working with temperament theory models I charged \$300.00 for a half day, \$500.00 for a full day. When the demand got to be greater

than my time, I gradually built up to charging \$1200. per day and \$750. per half day. This is the same rate no matter what session I was doing (I do many other types of sessions), and it did become cost-prohibitive for some organizations but I still have to refer clients to other facilitators due to volume. I continue to offer a break to not-for-profit organizations (\$500./half day/\$750.full day).

- Rates fluctuate a great deal and I do not feel many facilitators have the expertise to charge the corporate rates as they often do not have a corporate background and do not really understand the corporate world. Many do not have enough background knowledge and do a great disservice to the rest of us.

We charge anywhere from \$500. to \$1500. for half day depending on sizes of groups and if non-profit. We do not go below \$500. All facilitators should carry Errors and

Omissions insurance in the millions when facilitating. All of my facilitators are covered fully and this also limits what we can facilitate for. As well, mileage is charged at 0.38 per km and accommodation paid as required as well as flights and expenses.

- We charge the same for PD workshops as for our other work...and it varies according to trainer, type of client, and, of course, their budget.

So...if I'm doing the workshop, our rates are usually \$1100. day or \$600/half day. My colleagues rates are usually \$850/day or \$500/half day. Other trainers on our team (without the education or corporate experience) have done workshops for \$150 - \$200 per half day.

- My prices for a PD session would depend very much on the focus and/or application that I was using. I use a two-tier price system, one for non-profits and one for profits.

I have booked a couple of PD sessions for the New Year anywhere from \$500. to \$1500. plus supplies for a half day session. Daily rates (5 - 6 contact hours) run from \$750. to \$2500. The price depends on the amount of custom work I have to do, the

number of participants and non-profit vs. profit. I also give discounts for multiple engagements and early payment.

My biggest tip to other trainers is to decide on a price and STICK TO IT! Bidding wars only hurt the credibility of the tool and diminishes expertise. I would rather lose the contract than do a PD session for \$150. for 25 people (that's only \$6.00 per person ~ minus the supplies). That's \$3.00 for three hours of training ~ popcorn at the movie theatre costs more!

- My fees range from \$300 - \$600 depending on the group and how the PD is fitting into the rest of what I'm doing with them. The PD work I do is often part of a bigger process of Leadership Development, Organizational Culture, Effective Communications Skills...
- Our previous price was \$300. per 3-hour workshop for up to 20 people, plus resources. (\$3.00 per person for P.D.) We are now looking at increasing the cost to \$25.00 per person with a minimum of 12 participants, plus resources.

We get a number of inquiries about this topic and hope that this information will be useful to you.

***The Ontario Association For The Application Of Personality Type Presents...***

**Creative Problem Solving! – Using Type to Get Inside the Creative Process**

A One Day Workshop Presented by **Marci Segal**

**Discover** – Why working with others when using a creative problem solving process can be challenging and rewarding

**Learn** – How to use a creative problem solving process to achieve new and different results

**Associate** – The stages of creative problem solving with your cognitive processes for personal insight

**Discover** – What each cognitive process can contribute to creative problem solving

**Share** – Discoveries for meaningful and practical application to your work with groups

This seminar builds on the extensive work Marci Segal has done using the Osborn Parnes problem solving process in relation to the psychological type frame. It offers great insights for people to leverage and move their innovation projects forward.

Join us for this one day workshop and *become aware* of what helps and what hinders you from achieving creative (i.e. new and different) results when attempting to solve challenges in new ways.

Marci Segal, MS, is president of CreativityLand Inc, ([www.creativityland.net](http://www.creativityland.net)) a Toronto based firm that works with organizations around the world to imbed innovation practices every day on the job to find new ideas and make new decisions for meaningful growth to occur and be sustained.

Marci has been leading creativity and innovation sessions for 20+ years and integrates personality styles in the mix to help get the best from the people involved. She trains leaders in strategic creativity and innovation practices on every continent and appreciates the diversity of experience each person brings to the table. Her personal objective is to bring awareness to creativity and innovation to make it accessible, practical and beneficial for growth.

Marci is internationally recognized as a leader, author, keynote speaker, consultant, coach and expert in the fields of creativity, innovation and psychological type. Publications include **Creativity and Personality Type** (2001), **A Quick Guide to the 16 types in Organizations** (2002), and **A Quick Guide to the Four Temperaments and Creativity: A psychological understanding of innovation** (2003).

Marci is an active member of the Creative Education Foundation where she serves as distinguished senior faculty at their annual Creative Problem Solving Institute, and of the Association for Psychological Type. She has received awards for service and leadership.

**When:** Saturday, January 31, 2004 – 9:30am to 4:30pm  
**Where:** Metro Hall, Room TBA, 55 John Street, Toronto  
**Cost:** \$99 (Members) or \$149 (Non-Members)

for registration information visit [www.oaapt.ca](http://www.oaapt.ca) or call 905.760.1339 / fax 905-760-0113